

ATTACHMENT A: Montana's Revised State Action Plan

VISION – A COMMON AGENDA: Montana will align education and workforce systems to address workforce shortages that are projected to constrain economic growth.

Proposed Strategies/Activities to Strengthen this Component:	Lead People & Key Organizations	Resources (grant funds, state funds, state staff support, NGA staff support, etc.)	Timeline & Deliverables	Measures of Progress and Success
1. Increase pre-career advising and preparation resources for students and job seekers to jumpstart their training for high-demand, high-quality jobs.	<ul style="list-style-type: none"> Office of Public Instruction Office of the Commissioner of Higher Education State Workforce Investment Board K-12 schools Carl Perkins State Executive Leadership Team for Career and Technical Education Career and Technical Student Organizations 	<ul style="list-style-type: none"> Big Sky Pathways Montana Career Information System and ConnectEDU High school and college counselors (institution supported) Workforce Navigators (TAACCCT funded) College!Now College Application Week Talent Search GEAR UP College Goal Sunday Know How to Go School Counselor Initiative Graduation Matters Montana (GMM) Financial Aid Application project Electronic Student Transcripts MCIS and ConnectEDU Jobs for Montana Graduates Dual Credit Coordinators at MUS and Tribal Colleges 	<p>By 2016:</p> <ul style="list-style-type: none"> Protocol for 8th grade assessment and career plan design Resource plan developed to fund assessment, career planning, and regular updates of plan Protocol for job seeker assessment and career plan design 	<ul style="list-style-type: none"> Every 8th grader has a Grade 9 through postsecondary education and career plan aligned with the economy by 2018 that is updated annually. Every one-stop center job seeker receiving publicly funded training has a career plan aligned with the economy that has an end goal of self-sufficiency (as defined by WOW) Increase in dual enrollment Increase in Advanced Placement enrollment and pass rates Increase in the percentage of MT high school graduates who participate in postsecondary education Increased number of students who earn industry-validated certificates while in high school

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<p>2. Integrate the State's Adult Basic Education Program planning with the state's two-year, community, and tribal colleges, by establishing a joint strategic planning and program coordination process.</p>	<ul style="list-style-type: none"> • OCHE • Two-year colleges • Community Colleges • Tribal Colleges • OPI/ABE Program 	<ul style="list-style-type: none"> • Existing funding and staff resources for key organizations 	<p>By June 2015, written protocol established</p>	<ul style="list-style-type: none"> • By June 2015, each 2 year college, community college, and at least 4/7 Tribal Colleges have become signators to written protocol
<p>3. Grow Montana's Registered Apprenticeship program and improve integration with the State's two-year, community, and tribal colleges through Credit for Prior Learning and integration of college level didactic courses into apprenticeship curriculum.</p>	<ul style="list-style-type: none"> • Main Street Montana Key Industry Networks (KINs) • Montana State Employer Council (MSEC) • TAACCCT Steering Committees • Montana University System and Tribal Colleges • Montana Healthcare Association • Montana Department of Labor and Industry 	<ul style="list-style-type: none"> • TAACCCT • State Staff Support • Montana Registered Apprenticeship Program • Job-Driven National Emergency Grant program of U.S. Department of Labor 	<p>By 2015:</p> <ul style="list-style-type: none"> • Registered Apprenticeship College Consortium (RACC) established <p>By 2016:</p> <ul style="list-style-type: none"> • College level didactic courses are integrated into the apprenticeship curriculum for at least two apprentice-able healthcare occupations 	<ul style="list-style-type: none"> • Significant increase in the number of individuals in apprenticeships in the healthcare industry

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<p>4. Research data on the approximately 145,000 25-60 year olds who have some college but no credential, and implement strategies for reaching out to engage them in a plan to complete credentials.</p>	<ul style="list-style-type: none"> • OCHE • DLI 	<ul style="list-style-type: none"> • Existing resources and staff at OCHE and DLI • Information from State of Washington 	<p>By December 31, 2015, complete research and identify strategies for reaching out to those who are current Montana residents</p> <p>By December 31, 2016, implement strategies for reaching current Montana residents</p>	<ul style="list-style-type: none"> • Successful contact with at least 50,000 Montanans by December 31, 2016 • Re-engagement with Montana's post-secondary system by at least 10,000 Montanans by December 31, 2017
<p>5. Develop programming specifically tailored for adult postsecondary engagement and completion.</p>	<ul style="list-style-type: none"> • Board of Regents • State Higher Education Commission • Office of the Commissioner of Higher Education • OPI/ABE Program 	<ul style="list-style-type: none"> • Dennis and Phyllis Washington Foundation grant • Bill & Melinda Gates Foundation grant • TAACCCT grant(s) • Lumina Foundation Grant • NGA Staff Support 	<p>By 2015:</p> <ul style="list-style-type: none"> • Common protocol established for prior learning assessments for manufacturing and healthcare. <p>By 2017:</p> <ul style="list-style-type: none"> • Common core requirements and shared articulations for workforce and transfer programs established. • Competency-based education piloted in Montana University Education System 	<ul style="list-style-type: none"> • Significant increase in the number of adults enrolled in postsecondary education • Significant increase in the number of adults earning a postsecondary credential • Increase the percentage of Montana's adult population with a postsecondary credential from 40% to 60% by 2025 • Reduced average time-to-completion for post-secondary degrees and credentials to

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				reduce student debt load and expedite job placement
6. Link Board of Regents' new program approval for the MUS two-year and community colleges to demonstrated linkage with business and industry needs including DLI data and demonstrated industry demand.	<ul style="list-style-type: none"> Office of the Commissioner of Higher Education Board of Regents 	<ul style="list-style-type: none"> BOR Policy Change 	<ul style="list-style-type: none"> By January 2015 	<ul style="list-style-type: none"> Effective January 2015 all new programs proposed through the MUS two-year and community colleges must provide linkage with business and industry needs including DLI data and demonstrated industry demand

DATA – SHARED MEASUREMENT: Montana Stakeholders will commit to developing and using common data to inform and drive shared policy and resource decisions.

Proposed Strategies/Activities to Strengthen this Component:	Lead People & Key Organizations	Resources (grant funds, state funds, state staff support, NGA staff support, etc.)	Timeline & Deliverables	Measures of Progress and Success
1. Conduct a data gap analysis, including adjustments to current data collection in anticipation of, and in compliance with WIOA	<ul style="list-style-type: none"> • OCHE • DLI • OPI • Department of Commerce • Key Industry Networks 	<ul style="list-style-type: none"> • State funds and staff support from key organizations 	<ul style="list-style-type: none"> • By September 2015 	<ul style="list-style-type: none"> • Based on Gap Analysis, a set of metrics establishing short term benchmarks and long term goals have been developed • Successfully link OPI data work to OCHE, workforce system, and wage records
2. Link K-12, Higher Education, LMI data systems, and Census data to create a trusted source, the “Talent and Supply Dashboard” for analyzing how well high school programs are preparing students to succeed in postsecondary programs.	<ul style="list-style-type: none"> • Office of Public Instruction • Office of the Commissioner on Higher Education • Department Of Labor and Industry • Department of Commerce 	<ul style="list-style-type: none"> • State Staff Support • Montana Schools of Promise • Graduation Matters • DLI Research & Analysis 	<p>By 2015:</p> <ul style="list-style-type: none"> • Metrics identified for dashboard <p>By 2017:</p> <ul style="list-style-type: none"> • Talent Supply and Demand Dashboard implemented <p>By 2019:</p> <ul style="list-style-type: none"> • Formative and Summative evaluation completed 	<ul style="list-style-type: none"> • Increase in the percentage of high school students who use the electronic student transcript to apply to college • Reduction in developmental education needs (high schools better preparing students for success) • Increase in enrollment of adult nontraditional students in college programs

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<p>3. Integrate Tribal College Data into the common, shared data system</p>	<ul style="list-style-type: none"> • OCHE • Department of Commerce • DLI • Tribal Colleges 	<ul style="list-style-type: none"> • Existing state resources and staff • Tribal College resources and staff • American Indian College Fund 	<ul style="list-style-type: none"> • By September 2015, commitment by at least 4/7 Tribal Colleges to share data 	<ul style="list-style-type: none"> • Increased collaboration and information sharing between state's K-20 systems and tribal colleges
<p>4. Link the “Talent and Supply Dashboard” to the Governor’s data.mt.gov initiative.</p>	<ul style="list-style-type: none"> • Department of Administration ITSD • DLI • OCHE • OPI • Department of Commerce 	<ul style="list-style-type: none"> • Funding already allocated to development of data.mt.gov through vendor Socrata • DLI, OCHE, OPE, Commerce Staff support 	<p>By 2016:</p> <ul style="list-style-type: none"> • Talent supply and demand dashboard built and in public use 	<ul style="list-style-type: none"> • Improved usage statewide and across industries, measured by web analytics, tracked and reported to Main Street Workforce Council

PARTNERSHIPS- MUTUALLY REINFORCING ACTIVITIES: Build Industry-Education Partnerships to Get Results

Proposed Strategies/Activities to Strengthen this Component:	Lead People & Key Organizations	Resources (grant funds, state funds, state staff support, NGA staff support, etc.)	Timeline & Deliverables	Measures of Progress and Success
1. Utilize Main Street Montana's 12 KINs to facilitate private sector involvement in workforce development across all Montana industries, and integrate existing private sector partnerships, such as the Montana State Employer Council, into the KIN strategy.	<ul style="list-style-type: none"> Montana's 12 KINs SWIB Montana State Employer Council BOR Two-Year and Community College Committee 	<ul style="list-style-type: none"> State Staff support NGA support Consultant support MUS Two-Year and Community Colleges Tribal Colleges 	<p>By 2015:</p> <ul style="list-style-type: none"> Criteria to identify strengths and weaknesses of existing partnerships identified and formalized 	<ul style="list-style-type: none"> Significant demonstrated progress in development and maintenance of quality partnerships as measured by criteria developed in plan
2. Partner with private employers to design meaningful work-based learning experiences so students and job seekers can earn and learn at registered apprenticeships, internships & externships, clinical practicum experiences, and on-the-job training assignments.	<ul style="list-style-type: none"> SWIB Montana State Employer Council Local Job Service Employer Committees State Department of Labor and Industry Community Management Teams Montana Key Industry Networks (KINs) Job Service Offices K-12 schools and colleges 	<ul style="list-style-type: none"> TAACCCT grant(s) Carl Perkins, WIA, Vocational rehabilitation and other federal training resources State staff support Local educational institution staff support Graduation Matters 	<p>By 2015:</p> <ul style="list-style-type: none"> Work-based learning experiences baselined for K-20 and one-stop center system Goals established for increasing the number of experiences by key industry sector and by grade or age level 	<ul style="list-style-type: none"> Significant increase in the number of work-based learning experiences in key industry sectors

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<p>3. Engage regional two-year, community, and tribal colleges with regional industry sector partnerships to serve as the Program Advisory Committee for the respective program at the college.</p>	<ul style="list-style-type: none"> • OCHE • Community Colleges • Tribal Colleges • Local Economic Development Agencies • SWIB • Industry sector representatives 	<ul style="list-style-type: none"> • Existing state resources and staff, including resources and staff at colleges 	<p>By December 31, 2015, establish written protocol for implementation in the Program Advisory Committees at each college</p> <ul style="list-style-type: none"> • By December 31, 2016, achieve implementation 	<ul style="list-style-type: none"> • Successful reconfiguration of Program Advisory Committees at colleges to engage regional industry sector partnerships
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RESOURCES AND INCENTIVES – CONTINUOUS COMMUNICATION AND BACKBONE SUPPORT: Modify and Focus the Use of Resources and Incentives to Support the Attainment of The Vision and Common Agenda				
Proposed Strategies/Activities to Strengthen this Component:	Lead People & Key Organizations	Resources (grant funds, state funds, state staff support, NGA staff support, etc.)	Timeline & Deliverables	Measures of Progress and Success
<p>1. Create an asset map and use it to develop a joint action plan to align resources and activities, and to identify and address redundancies and inefficiencies in the delivery of services.</p>	<ul style="list-style-type: none"> Department of Commerce DLI Department of Public Health and Human Services Department of Military Affairs Corrections Department OCHE OPI Tribal Colleges SWIB Key Industry Networks 	<ul style="list-style-type: none"> Existing state resources and staff NGA and inter-state work group OCHE 	<p>By July 1, 2015:</p> <ul style="list-style-type: none"> Reach consensus on asset map audience, utility, structure and content <p>By July 1, 2016:</p> <ul style="list-style-type: none"> Complete gap analysis Complete an updatable asset map 	<ul style="list-style-type: none"> Achievement of timeline and deliverables Reduction of redundancies and inefficiencies in programs and services
<p>2. Enhance and expand role of SWIB in implementing Main Street Montana Pillar I goals, objectives and tasks</p>	<ul style="list-style-type: none"> SWIB Staff and Membership Main Street Implementation Leaders OCHE OPI Tribal Colleges KINs 	<ul style="list-style-type: none"> Existing state staff and resources, including OCHE and OPI 	<ul style="list-style-type: none"> Each private sector SWIB member will have a position on a KIN SWIB Director will attend each KIN meeting to learn and communicate Pillar I strategies 	<ul style="list-style-type: none"> Successful incorporation of KIN strategies into SWIB's Integrated State Plan Integrate Pillar I goals, objectives and tasks, where appropriate, into SWIB's Integrated State Plan

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<p>3. Develop strategies to measure and incentivize success in workforce system modeled after OCHE performance-based funding initiative.</p>	<ul style="list-style-type: none"> • Montana Job Service Offices • DLI • Two-year and Community colleges • OCHE • OPI 	<ul style="list-style-type: none"> • NGA support • State agency staff support • Engagement with legislature • CSW • Office of the Commissioner of Higher Education • Jobs Driven NEG 	<p>By 2015</p> <ul style="list-style-type: none"> • Workforce system plan developed implementing Employment Scorecard • Pilots identified <p>By 2016</p> <ul style="list-style-type: none"> • Expansion of pilots planning process complete 	<ul style="list-style-type: none"> • Employment scorecard metric showing improved rates of employment, long term tracking, and follow up
<p>4. Incentivize nontraditional learning initiatives that adapt learning and remediation needs to adult job seekers and nontraditional students.</p>	<ul style="list-style-type: none"> • OCHE • OPI and Adult Basic Literacy and Education 	<ul style="list-style-type: none"> • NGA support • State agency staff support • Engagement with legislature • Jobs Driven NEG Job Service Offices • Montana University System • CSW • EDReady 	<p>In 2015</p> <ul style="list-style-type: none"> • Develop plan to adapt remediation needs to adult learners • Develop tracking and measurement mechanism <p>In 2016</p> <ul style="list-style-type: none"> • Open enrollment for adult learners in remediation programs previously targeted for traditional-age students 	<ul style="list-style-type: none"> • Significant increase in adult learners enrolled in remediation programs leading to enrollment in degree-seeking program

ATTACHMENT B: Budget
Proposal

<i>Cost Category</i>	<i>Grant Amou</i>	<i>In- Kind</i>
Consulting and Facilitation Expenses:	<u>\$10,000</u>	_____

Montana proposes to use the \$10,000 NGA grant, with State funding from the Montana Department of Commerce, the Department of Labor and Industries, and OCHE, to contract with a nationally recognized consultant to assist in the implementation and facilitation of the work under Pillar I of the Main Street Montana Project, which includes and incorporates the strategies identified in Montana’s Revised State Action Plan.